

Inspection of Bright Stars Children's Day Nursery Ltd

Parkers Road, Crewe CW1 4PY

Inspection date: 10 October 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The nursery has a strong, consistent staff team that works to provide a happy, welcoming environment. The staff aim to prepare children to be confident, independent and well-behaved learners by the time they move on to school. Staff provide clear routines and an overarching curriculum for each age group. This helps children feel secure and confident as they build on their prior knowledge. Toddlers quickly master drinking from open cups as they enjoy social mealtimes with their friends. Pre-school children expertly serve themselves an inviting home-cooked lunch as they chat to their friends in their key-person groups.

Children are encouraged by staff to learn how to manage calculated risks and develop their physical skills. During their regular times playing outside, some children carefully balance as they walk the low balance planks, while others move on from using balance bicycles to successfully using pedal cycles. Babies have wonderfully warm relationships with the staff, who know them extremely well. Babies who are just learning to sit are provided with support and opportunities to build their strength and balance as they reach for inviting toys.

What does the early years setting do well and what does it need to do better?

- The provider has constructed a curriculum that focuses on children's social development, physical abilities and their communication skills. Additionally, themes such as 'myself' are used to broaden children's knowledge across all seven areas of learning. This learning is carefully sequenced during small-group activities that are tailored to children's abilities. While staff know their key children well, some staff are less confident about what other children need to learn next. This limits staff's ability to specifically build this learning into routines and activities provided as part of this wider curriculum.
- Overall, the curriculum is well planned and sequenced. However, the curriculum for literacy, in particular the phonics curriculum, is presented to all older children regardless of their ability. The provider has not ensured that staff teaching this part of the curriculum have appropriate subject knowledge. This leads to some children not being ready for this level of learning and disengaging, while others have misconceptions left uncorrected.
- Staff understand the personalities of the children and construct activities that support children to practise their new-found knowledge in an unpressured way. For example, staff find shyer children enjoy practising their colour recognition in small groups or when playing outdoors. This strengthens children's memories of what they know and can recall.
- Children with special educational needs and/or disabilities (SEND) have tailored support to help them to make progress. The manager and staff identify children with SEND through their assessments and discussions with parents. They work

with parents and other professionals to ensure a suitable curriculum is put in place. For example, staff carefully support lip-reading and also use visual prompts for children with a hearing impairment. Children with SEND are making progress in line with their abilities.

- Staff have high expectations of children's behaviour. They model respectful and calm interactions. Staff are aware of different children's personalities and adapt what they do accordingly. Consistent expectations result in children who are kind and able to focus on the learning activities in the constructive atmosphere.
- Staff get to know children as individuals. They use activities to gain a sense of the children's extended family and what makes them unique. A number of the children speak English as an additional language. For children just learning English, staff support them by using key words from their home language and pictures. Children soon become confident communicators who understand more about the diverse area they live in.
- Children have a good understanding of how to keep themselves and others safe. They can negotiate the outside area safely on wheeled toys and safely use the 'tree house'. They confidently learn to wipe their own noses, dispose of tissues and wash their hands. They understand that it is important to wash away the germs.
- Partnership with parents is good. The staff use a range of ways to communicate with parents, both online and face to face. They provide practical suggestions to parents about how they can help their child's learning at home, from supporting babies to learn to walk to providing 'homework' for pre-school children. Parents find the provider very approachable and happy to discuss their child's care.
- The staff have regular supervision sessions with the manager and provider to check on their welfare and plan their professional development. They feel well supported. Staff are strongly encouraged to undertake ongoing training and study for further qualifications or professional research. This has a positive effect on the standard of education provided.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a very clear understanding of what would constitute a safeguarding concern. They know they all have an individual responsibility to act quickly to keep children safe if they become concerned about a child, parent or an adult working with the children. They readily work as part of a multidisciplinary team to protect children and support the whole family. Staff are aware of and adhere to the nursery's no personal mobile-phone policy. The management team deploys staff effectively, to ensure appropriate child-to-adult ratios are maintained. Most staff are first-aid trained. They are aware of how to appropriately manage accidents and what records need to be maintained.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- heighten all staff's understanding of what all children need to learn next, so this can feed into the learning intent for routine activities
- review the curriculum for literacy, specifically with regard to introducing phonics, so this is provided only to children who are ready for this level of learning and led by staff with appropriate subject knowledge.

Setting details

Unique reference number	EY340949
Local authority	Cheshire East
Inspection number	10312516
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	60
Name of registered person	Bright Stars Children's Day Nursery Ltd.
Registered person unique reference number	RP901117
Telephone number	01270 849248
Date of previous inspection	14 August 2019

Information about this early years setting

Bright Stars Children's Day Nursery Ltd. was registered in 2006. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, six hold a level 3 qualification and two hold a level 2 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Rhodes

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, both indoors and outside. She assessed the impact these activities had on children's learning.
- The provider and the inspector completed a learning walk to discuss how the curriculum is planned and implemented with the staff.
- The inspector held two meetings with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The deputy manager and the inspector completed a joint observation of an adult-led learning activity.
- Staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023